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1954

No. 2

BULLETIN
OF
A. & T. COLLEGE

Graduate School

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ABSTRACTS OF GRADUATE THESES
1953-1954

THE AGRICULTURAL AND TECHNICAL COLLEGE
OF
NORTH CAROLINA
GREENSBORO, NORTH CAROLINA

Entered as second class matter July 2, 1909 at the post office at Greensboro, North Carolina under Act of July 16, 1894.

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INTRODUCTORY STATEMENT

This bulletin brings together a written recording of intellectual inquiry done by Master candidates of the North Carolina Agricultural and Technical College, Greensboro, North Carolina, from the period between June, 1953, and March, 1954. Actually this publication contains *the Abstracts of Theses* accepted in partial fulfillment of the requirements for the Master's degree in specific areas of Teacher Education.

It appears impossible to measure accurately the creative achievements of the world's graduate students through the titles of theses but when a brief summary of the essence of their efforts is provided for wide circulation among other scholars it tends to reserve man's intellectual progress towards finding and resolving social and technical problematic situations which would probably otherwise remain unread and hence, lose its value for "educational regurgitation."

Finally, it is hoped that readers and researchers alike, will find many worthwhile suggestions for future thinking, studying and investigative production herein. If so, the *Committee on Graduate Publications* at this institution will consider this publication's mission accomplished.

F. A. WILLIAMS, *Dean*
Graduate School

A REPORT OF THE TEACHING OF A UNIT ON TOBACCO
USING COMMUNITY RESOURCES TO THIRTY-THREE
FIFTH GRADE PUPILS OF FOURTEENTH STREET
SCHOOL, WINSTON-SALEM, NORTH CAROLINA

By BESSIE HARROD ALLEN
(G. V. GUY, *Adviser*)

The problem of this study was to determine what techniques, procedures, and experiences could be developed in the teaching of a unit on tobacco, using community resources.

The purpose of this study was to show how thoroughly pupils can be acquainted with their immediate environment and its resources through the comprehensive study of tobacco, which in some way or another may contribute to the economic well-being of the locality.

The study was confined to thirty-three fifth grade students of Fourteenth Street School, Winston-Salem, North Carolina.

This study was designed to serve as a guide for teachers who are striving to help the youth of today meet their educational needs. It gives them a general outline of unit construction with the use of community resources.

It was hoped that this study would be of benefit to families and communities; for as the child meets his needs, other members of the family will benefit; and as the family improves, so does the community.

School administrators may also find this study helpful as they try to find means by which the curricula of their schools may be revamped and the offerings of their schools enriched.

This study led to the following conclusions:

1. The unit method gave the child a chance to progress on his level.
2. It was more meaningful to study content as meaningful wholes (throughout the day, integrate the content) rather than in isolated bits.
3. In the unit method of study the individual and group needs and interests were met.
4. Through the unit method of study the children got a common background of experiences.
5. Rich opportunities for development of desirable personal-social relationships with his peer group in the class and with people in the adult world were provided for the child in a unit study where group work was emphasized.
6. The teacher of today and tomorrow could not confine herself or her children to the four walls of the classroom. The teacher should then study her community and discover valuable materials that will aid her in her teaching.
7. Community resources should not be regarded as separate from other school activities but as an adjunct to them for purposes of enrichment.
8. Through the unit method of study, we could teach some of the principles of democracy by letting the children practice some of these principles during a unit.

A COMPARATIVE STUDY OF NURSERY-KINDERGARTEN AND
NON-NURSERY KINDERGARTEN CHILDREN IN THE FIRST
THREE GRADES OF THE GREENVILLE PUBLIC SCHOOLS
GREENVILLE, SOUTH CAROLINA

By M. BERNICE BARTON
(LEONARD H. ROBINSON, *Adviser*)

Statement of the Problem. What educational contributions did the Nursery School Kindergarten make in the child's pre-school life?

Purpose of the Study. The purpose of this study was to determine:

1. The value, if any, of sending children to Nursery-Kindergarten School.
2. The educational progress made by Nursery-Kindergarten children.
3. The progress made in the subjects and adjustment to the school program of Nursery-Kindergarten children and Non-Nursery School Kindergarten children through the third grade of Greenville, S. C.

Scope of the Study. This study was limited to Negro Nursery-Kindergarten School Children who had attended Mattoon Nursery-Kindergarten prior to entering the first grades of the public schools of Greenville, South Carolina, as compared with Non-Nursery Kindergarten children entering the first grades. The children must have attended Nursery School Kindergarten for two years prior to entering first grade.

Probable Use and Significance, or Value of Study. This study should be useful to persons working with Nursery Schools or who are interested in establishing Nursery-Kindergarten Schools. It should be of further use to teachers who receive both groups of children: those who have attended Nursery-Kindergarten and those who have not. It would probably serve as a stimulus and a challenge to Nursery-Kindergarten staffs to enrich their program in an effort to prepare the pre-school child.

Methodology:

1. The Metropolitan Achievement Test was administered to the first, second, and third grades after the first six months of work had been completed. The first grade was given the Primary Battery No. I test. The second and third grades were given the Primary Battery Test No. II.
2. The Pintner-Cunningham Ability Test was given grades one, two, and three at the beginning of the school year.
3. The Metropolitan Readiness Test was given the first graders at the beginning of the school term, and the Detroit Reading Test for the second and the third graders was given after six months of work had been completed.

The experimental method was used because a number of tests were given each grade. The historical method was used in order to bring to light the organized purposes of the Nursery-Kindergarten School along with the Statistical method, which revealed the differences in the two groups.

Procedures or Approaches:

1. A study of the permanent records of fifteen children who attended Nursery-Kindergarten and fifteen children who had not attended

Nursery-Kindergarten was made through the first three grades to determine progress accomplished.

2. The following tests were administered:
 - a. Reading Readiness test
 - b. General Achievement test
 - c. Intelligence test

Source of Data. Data were secured from (1) permanent records, (2) results of test, (3) other related studies.

Conclusion. It was concluded, from this study—A Comparative Study of Nursery-Kindergarten and Non-Nursery Kindergarten Children in the First Three Grades of the Greenville Public Schools, Greenville, South Carolina—that the children who attended Nursery-Kindergarten school prior to entering the public schools had a better background on which to develop subject matter skills according to standardized test results and the academic and social adjustments grades as taken from the cumulative records of the children. The results of the study agreed with a number of authors who say that the Nursery-Kindergarten school makes an educational contribution in the child's pre-school life.

Recommendations. The writer recommended:

1. That a follow-up study of the children who were subjects of this study be made.
2. That a larger number of children be used with their home backgrounds under consideration.
3. That an extensive research be done on the Ideal Type Nursery-Kindergarten School.
4. That a study of how to establish a Nursery-Kindergarten be made.
5. That a further study be made of other factors which have their influence on young children's social adjustment in the public schools.
6. That further study be made of plans for public nursery school education by the Division of Home Economics of the South Carolina State Department of Education.

A STUDY OF THE SCIENCE DEPARTMENTS OF THE COUNTY HIGH SCHOOLS OF LENOIR COUNTY, NORTH CAROLINA, 1951-52

By MARGARET A. BIZELL
(NAN PHELPS MANUEL, *Adviser*)

Because of the awareness of the inability of high school students to apply scientific facts in a practicable manner, the writer sought to find some of the main causes by analyzing the science departments of the county high schools of Lenoir County, North Carolina.

This study dealt with (1) the nature and organization of offerings in the science departments of the county high schools of Lenoir County, North Carolina, (2) the methods and techniques used in conducting and directing the learning activities in a classroom-laboratory situation, (3) the availability of physical facilities, (4) the qualifications and teaching load of the science instructors, (5) the level of proficiency of these departments relative

to a standard rating committee, and (6) some proposed methods to make the teaching of science more functional.

The standards used by the author in evaluating these departments were set up by the Superintendent of Public Instruction for the State of North Carolina and the Cooperative Study of Secondary Schools Standards.

The methods and techniques which were used in directing and conducting the learning activities in a classroom-laboratory situation in these schools measured up to 78.3 per cent as compared with the evaluative criteria.

The author found that the physical facilities were very limited, thus all of the special and common needs and interests of the pupils could not be met.

There were twelve science instructors employed in the county high schools of Lenoir County, North Carolina. Of this number, only seven were working in their major fields. One science instructor had an average teaching load of forty pupils, giving the other science instructors an average teaching load of twenty-eight to thirty pupils.

In two of the areas measured for level of proficiency relative to a standard rating committee, all of the schools studied measured up to one hundred per cent, yet there were several areas which proved to be inadequate.

From the fore-going analysis of the science department of the county high schools of Lenoir County, North Carolina, the author made the following conclusions:

1. There was a need for more offerings in the science departments of the schools studied.
2. Motivation was a primary need among the students.
3. The need for apparatus and supplies prevailed in the science departments of the schools studied.
4. There was no "oneness" of objectives in the science departments in the area studied.
5. Provisions should be made for the use of audio-visual aids, germinating beds, dark rooms, and for access to outdoors.

The author hoped that this study would be useful to not only the school administrators and science instructors of Lenoir County, North Carolina, but all persons who are interested in establishing and promoting a good program of science.

A SUGGESTED RECREATIONAL PROGRAM FOR SILVER HILL SCHOOL COMMUNITY, SCOTLAND COUNTY, NORTH CAROLINA

By JAMES ALBERT BREWER
(O. A. DUPREE, *Adviser*)

Statement of Problem. The problem in this study was to determine what were the "needs" for a recreational program in the Silver Hill School Community.

Purpose of the Study. The purpose of this study was to suggest activities for a recreational program that might help meet the "needs" of the residents in the Silver Hill School Community.

Scope of the Study This study was limited to one hundred and fifty-nine persons in the Silver Hill School Community.

Three general aspects of the study were considered as to: (1) *present participating activities*; (2) *present non-participating activities*; (3) *additional activities which might be developed*.

Each activity was classified into specific categories: (1) *outing*; (2) *physical*; (3) *social, and cultural*.

Methods and Techniques. A combination of the questionnaire and checklist methods was used in collecting data for this study. In order to eliminate duplication of data, the family group served as the main technique for conducting this study. The head of the family group answered questions found on the questionnaire; in addition he checked activities of interest to the family group on the checklist. Space was provided on the instruments for additional comments or suggestions.

Findings of the Investigation. The findings revealed that there was a greater degree of interest shown in social activities than in physical, outing or cultural activities. A large number of persons indicated that baseball, horseshoes, basketball, and softball to a large extent comprised their physical-leisure time activities. Others who were not active in these physical-leisure time activities expressed a desire to participate provided they had sufficient understanding as to how to play these games. A majority of the persons communicated with indicated that they had participated in many social activities regardless of the nature of the activity; ninety-two per cent of the males participated in checkers; and three per cent expressed a desire to learn more about the game.

To a lesser extent some persons were desirous of participating in outing activities, and some persons who had not engaged in these activities were interested in procuring information pertaining to these activities. Females also shared a greater desire to learn more about cultural activities than males.

Recommendations.

1. That a centralized baseball and soft-ball diamond be developed.
2. That a community horseshoe program be initiated for males and females.
3. That community basketball courts be constructed for males and females.
4. That a community center be organized to take care of all social activities.
5. That the community center make available information pertaining to outing activities.
6. That a cultural activity program be initiated in the community center radiating from the community center's sectional groups and individual homes.
7. That an informational program be set up in the community center to inform persons who desire to take part in activities but do not know enough about them to adequately participate.
8. That all age groups regardless of number and sex be given an opportunity to participate in activities commensurate with their interests.

**A FOLLOW-UP STUDY OF THE GRADUATES
OF BROWN SUMMIT HIGH SCHOOL,
BROWN SUMMIT, NORTH CAROLINA, 1948-52**

By WILLIAM P. BRODIE
(LEONARD H. ROBINSON, *Adviser*)

This study was an attempt to ascertain:

1. What contributing factors had been derived from the curriculum of the Brown Summit High School in helping the students to adjust to life situations.
2. What offerings, if any, might be added in an effort to enrich the school's program to better prepare the students to adjust themselves to life and living.

The data for this study were taken from the results of a questionnaire which was sent to the thirty-one graduates who had finished Brown Summit High School, Brown Summit, North Carolina, during the period 1948-1952. Replies were received from twenty-eight, or 90 per cent of the total number of graduates.

Findings

After careful study of the survey and a compilation of data it was found that:

1. The graduates of Brown Summit High School had little or no carry over of the educational activities in adjusting to life situations.
2. Few graduates had received the urge or stimulus to pursue an education beyond high school.
3. Most of the graduates had found employment in factories or were doing general housework.
4. The subjects found most valuable to them in high school were English and mathematics; however, there was an indication of a need for vocational and business subjects.
5. A very small per cent of the graduates had taken part in any community activities since graduation.

In view of the fact that one of the main purposes of education is to prepare one for living, the writer felt that very definite steps could be taken to enrich the curriculum of the Brown Summit High School; thus, the following suggestions were made:

1. An educational program be offered that would arouse the interest and create a desire to further one's education and to contribute more to one's community.
2. To do this, a curriculum be planned around the student and community resources and not according to pages covered in a particular course.
3. Instruction be enhanced by better pupil-teacher relationships in regard to helping the student see the value of his contribution to the life of the community.
4. A program of guidance be developed to offer the possibilities of many fields, and opportunities to group these possibilities.
5. More vocational subjects be added to the curriculum.
6. Opportunity be given for use of and skill in immediate resources.

7. A program of educational recreation, other than competitive sports such as clubs, hobbies, and higher scholastic awards, be offered in the school.
8. A desire to improve the community through participation in community activities be inculcated.

The writer made the following specific recommendations:

1. That an in-service training course in guidance be given the faculty of the Brown Summit High School.
2. That there be group discussions centered around community interests with parents, teachers and students participating.
3. That a course in occupational information be added to the curriculum.

**A COMPARATIVE STUDY OF FACTORS RELATED TO
THE SCHOOL ADJUSTMENT OF FIRST GRADE STUDENTS OF
CHURCH STREET SCHOOL, THOMASVILLE, NORTH CAROLINA,
1952-53**

By MARY LOU CARLSON
(GEORGE V. GUY, *Adviser*)

This study was concerned with the factors that were related to the school adjustment of first grade pupils of Church Street School, Thomasville, North Carolina, during the school year 1952-53.

The purpose of this study was to discover some of the main factors that were related to and may have influenced first graders in their adjustment to school living in the first grade.

The scope of this problem included the study of all children in the two first grade classes at Church Street School.

The writer, in cooperation with the other first grade teacher, observed pupils that entered the first grade at the beginning of the 1952-53 school year and compiled a behavior record of each child. At the end of six weeks, the writer was able to evaluate the children's adjustment to school. The pupils were in three groups of adjustment: the well-adjusted group, the moderately-adjusted group, and the poorly-adjusted group.

After the selection of the three groups of adjustment, the writer administered an intelligence test to the fifty subjects. Two months later, the writer distributed questionnaires to the parents to obtain facts with regard to the socio-economic background of the pupils. These were supplemented by personal interviews with the parents.

In April, 1953, an achievement test was administered to the 50 subjects to discover whether the children who were well-adjusted had achieved more than the children with special problems of adjustment.

The findings of this study led to the following conclusions:

1. There was a direct relationship between pre-school experiences and adjustment.
2. The well-adjusted pupils with no pre-school experiences were from small families.
3. Adjustment was directly related to intelligence: the higher the degree of adjustment of a pupil, the higher the pupils relative rank in the class according to intelligence.

4. Adjustment was closely related to achievement: the higher the degree of adjustment of a pupil, the higher the pupil's rank in the class according to achievement.
5. This study revealed that the higher the standard of living, the better the child was adjusted in school. The poorly adjusted pupils were from homes that had lower standards of living.
6. There was a direct correlation among the standard of living, adjustment, intelligence, and achievement as measured in the study.

**THE RELATIONSHIP OF MENTAL MATURITY, EDUCATIONAL
ACHIEVEMENT AND SOCIO-ECONOMIC STATUS AMONG 24
SECOND GRADE STUDENTS OF BRUTONVILLE SCHOOL,
CANDOR, NORTH CAROLINA**

By RUTH BLACK DAILEY
(GEORGE V. GUY, *Adviser*)

The writer made a study of the relationship of mental ability, educational achievement, and socio-economic status of twenty-four students of Brutonville School, Candor, North Carolina. The writer recorded and analyzed data obtained from the California Mental Maturity Test, the California Achievement Test, and from an interview form on home and community resources of twenty-four children of the second grade.

It was concluded that the pupils as a group must be regarded as below average in intelligence and retarded in educational achievement.

The socio-economic backgrounds of almost all the pupils were those of economic, social, and cultural privation so that they presented to the pupils less than the minimum opportunities of a broad educational nature necessary for the maintenance of an average background of experiences in terms of which formal learning would be functional and meaningful.

Finally, it was concluded that mental maturity and educational achievement, as indicated by the data of this study, were closely related. A positive correlation of .73 of individual test scores was obtained by use of the Spearman Rank Method.

The writer recommended that the following steps be taken as a means of improving and enriching the environment of the Brutonville School and community:

1. That a thorough-going program of curricular analysis and evaluation be undertaken at the Brutonville School.
2. That a lunch room be provided.
3. That an auditorium be erected.
4. That a library be constructed and equipped.
5. That a recreational program for the community be provided through the construction of a gymnasium.
6. That vocational and home-making activities be organized in the community for parents.

**EXCEPTIONAL STUDENTS OF THE NORTH CAROLINA
ELEMENTARY SCHOOL, COOLEEMEE, NORTH CAROLINA,
GRADES 5-7, FOR THE SCHOOL YEAR 1952-1953**

By MARY SLADE DAVIS
(C. E. DEAN, *Adviser*)

The purpose of this study was to determine the exceptional children of the North Cooleemee Elementary School, Cooleemee, North Carolina, Grades 5-7, for the school year 1952-53, and to determine to what extent their intelligence or achievement was related to the educational, social, and economic status of their families.

This study was selected with a view toward making recommendations for the instruction of these children in the Negro schools of Davie County.

The writer gave both verbal and non-verbal intelligence tests to discover the exceptional children and gave achievement tests to determine their achievement. She held interviews with parents and teachers of these children and conferred with special teachers of exceptional children. Information was gathered from books, periodicals and studies made by others on the subject.

It was hoped that this study would be of value to the classroom teachers in Davie County and to the classroom teacher in any small school or county where no provision has been made for teachers of exceptional children. Suggestions for their instruction were given which should be beneficial to all teachers.

Conclusions made as a result of this investigation were:

1. The gifted children came from homes where the parental attitude was superior to that of the average or below average home.
2. The gifted children came from homes with a higher socio-economic rating than the homes of the average or slow learner.
3. The educational standards of the parents of the gifted children were higher than those of the slow learner.

These facts indicated that there was some relationship between intelligence and socio-economic status and educational background of the families.

Further conclusions were made concerning the interests of the two groups as a result of the study:

1. The gifted children were more interested in reading than the backward group.
2. They were more interested in club activities than the backward group.
3. They were a little less interested in working with their hands.
4. Both groups had similar interest in movies, television, and radio.
5. Both groups had similar interests in religious activities, with the superior group being a little more active.

It was concluded that gifted children were retarded in school achievement when achievement was considered in relation to intelligence capacity. Thus it appears that a major problem of the schools is the achievement of their superior pupils.

**A STUDY OF THE USE OF THE FILM AND FILMSTRIP
IN ENRICHING CLOTHING INSTRUCTION AT THE
DUDLEY HIGH SCHOOL, GREENSBORO,
NORTH CAROLINA
1953**

By JUANITA JONES GOLDSBOROUGH
(L. A. ALSTON, *Adviser*)

The Problem

Statement of the Problem. The problem, stated briefly, was to show how the Instructional Program in Clothing can be enriched and made more functional through the use of the film and filmstrip at the Dudley High School, Greensboro, North Carolina. The problem was considered in the light of the overall objectives for the State Homemaking Education Program.

Methods of Procedure

At the beginning of the school year, the Audio-Visual Aids Committee was consulted with respect to general information regarding the selection and use of audio-visual materials in teaching. As a follow-up, six local homemaking teachers were interviewed with reference to specific information as a result of their experiences with the selection and use of the film and filmstrip. A survey was made of twelve homemaking departments in District V to ascertain the extent to which the film and filmstrip were being used in their teaching of clothing. Following this, students and adults were interviewed and tested with reference to attitudes towards audio-visual instruction. Authoritative references were consulted.

A study was made of films and filmstrips with regard to types, suitability, availability, and the like. Films and filmstrips were secured, and tests and experiments with them and pupils were made. Special emphasis was given to their relative merits and demerits.

Finally, responses and check-lists were studied to determine attitudes and for evaluative purposes.

Conclusions

From the assimilation of data resulting from first-hand experiences with these aids in the various learning situations in clothing at the Dudley High School, the following were concluded:

1. The film and filmstrip, when properly selected and used in clothing instruction at the Dudley High School, produced favorable results in arousing, developing, and maintaining interest, thus motivating pupil learning.
2. The clothing students at Dudley High School were aided in developing directness and clarity in understanding and in their way of thinking by the use of these aids.
3. In like manner, their attitudes, interests and tastes were affected favorably when learning was aided by the film and filmstrip.
4. When the film and filmstrip were correlated with the lesson at hand, the results were more effective. The responses of these pupils were undesirable when they were diverted from one activity and shown a non-related film or filmstrip simply because it was at hand.

5. In addition to the use of these aids in the teaching of clothing at the Dudley High School, the use of text books, other aids, and instruction by the teacher were absolutely necessary in obtaining maximum efficiency. The film and filmstrip did not supplant these things.

6. The film and filmstrip made definite contributions in teaching for certain specific learning outcomes (knowledge, abilities and "emotionalized controls") in the area of clothing.

7. In like manner, they contributed directly to the problem-solving, project, laboratory and other procedures of teaching.

8. Pupils at the Dudley High School learned quicker and easier through clothing instruction aided by the film and filmstrip. They also remembered longer.

9. Those pupils were helped in building morale and gaining confidence in their abilities to learn as a result of these aids.

10. The response was often more satisfying when these pupils were allowed to manipulate the devices themselves.

11. The more nearly the film or filmstrip approached reality and the experiences of these pupils, the more effective were the results. Color films were more effective since color does add to the realness; thus the attitudes and responses of these pupils were more favorable when color films were used.

12. It was absolutely necessary to provide and carry out follow-up activities with the pupils at the Dudley High School in order to secure maximum effectiveness.

13. Such procedures, which made use of the film or filmstrip as an aid, encouraged pupils in subjective evaluation.

14. Filmstrips were most effective at the Dudley High School in teaching a sequence of operations, such as sewing processes.

15. It was difficult and impossible, in some instances, to have the proper film or filmstrip on hand at the precise moment that it was needed.

16. Films and filmstrips when used too often, became monotonous to some of the pupils in clothing at the Dudley High School. This resulted in the encouragement of undesirable attitudes.

17. In spite of the emphasis placed upon the proper selection and use of the film and filmstrip, some of these pupils developed passive receptivity. In like manner, some missed the point of the lesson.

18. Clothing was taught best at the Dudley High School by a combination of many aids and many procedures. The film or filmstrip alone was not sufficient.

Recommendations

In the light of the experiences provided by this study of the use of the film and filmstrip in enriching clothing instruction at the Dudley High School, Greensboro, North Carolina, the following were recommended:

1. That sufficient funds be appropriated for the purchase of films and filmstrips as well as for the purchase of projection equipment for the homemaking department.

2. That funds be appropriated to the homemaking department for the purpose of paying rental fees and postage on films and filmstrips which are borrowed by this department from lending agencies all over the country.

3. That the homemaking classrooms be provided with ways and means of darkening these rooms so that films and filmstrips can be shown in each room which would provide a more natural setting for learning rather than have the pupils to move from the homemaking classrooms to a specially provided projection room.

4. That teachers of homemaking at the Dudley High School make a study of all available films and filmstrips in their area; make out and mimeograph check-lists, tests, and other evaluative techniques based on these films and filmstrips; and file them conveniently. This would mean that in the future, when one of these aids is needed, time will not be lost nor will the film or filmstrip be delayed in its showing by the performing of these preliminaries. It would aid in making it possible to show the film or filmstrip at the psychological moment, for it is common knowledge that often films and filmstrips are delayed in reaching the school; film lending agencies do not always allow the borrower sufficient time for adequate use of these aids; and it is seldom convenient to have stencil-cutting and mimeographing done instantaneously.

5. That homemaking teachers at the Dudley High School build their own informational files on the film and filmstrip.

6. That these teachers study the theory offered in reliable publications by authoritative authors regarding these aids and experiment with them in various ways in their specific areas of homemaking for the purpose of improvement of instruction. Teachers should evaluate critically and be creative in the use of these aids.

7. That homemaking teachers at the Dudley High School be trained in the operation of and be permitted to operate the film and filmstrip projectors so that they can show their own films and filmstrips.

8. That in the purchase of films and filmstrips by the Film Library of the Greensboro City Schools, more consideration be given to recommendations for selections by the teachers in these specific areas of homemaking at the Dudley High School.

9. That the Film Library include more films and filmstrips in more of the various phases of the homemaking program.

10. That teachers who conduct the audio-visual aids program at the Dudley High School be given lighter schedules and less responsibility so that they can more adequately coordinate the program and thus make this service more effective for the teachers and pupils who use these aids.

11. That the film and filmstrip be used in phases of clothing, child care, family economics, family relationships, foods, health and housing only when the situation lends itself to their use and whenever the film and filmstrips appears to be the best medium for vitalizing this instruction.

12. That more research studies be made in all phases of clothing specifically with the use of the film and filmstrip and that the results of such research and experiments be circulated more widely.

13. That producers of films and filmstrips include teachers' guides which can be kept in the teachers' files. These would serve to assist in obtaining maximum results while one uses these aids, as well as prove valuable for future references when the film or filmstrip is not at hand.

14. That films and filmstrips be produced with Negro actors and actresses which would result in more favorable attitudes as well as in-

tensify interest, thus increasing learning. This fact was revealed as a result of the use of homemade film slides made of students of the clothing department at the Dudley High School.

15. That more films and filmstrips be produced in color instead of in black and white.

16. That a greater number and variety of films and filmstrips be produced in such specific phases of clothing as family clothing, budgeting, dress for special occasions, becoming colors, and the like.

A STUDY OF FARM PURCHASE AND IMPROVEMENTS BY WORLD WAR II INSTITUTIONAL-ON FARM TRAINEES

By WILLIAM ANTHONY GOLDSBOROUGH
(C. E. DEAN, *Adviser*)

Purpose. (1) To collect useful information to be used in planning young farmer programs, (2) to determine the method of financing employed by the veterans in acquiring ownership, (3) to discover the extent to which livestock, equipment, and improvements have been added on these farms, (4) to determine the extent to which the monthly subsistence payments aided the veteran in purchasing farm and making improvements, (5) to discover the extent to which farm economics and management have aided farm purchase, (6) to determine the effect of other factors which contributed to farm ownership.

Method. After receiving the approval and cooperation of the Assistant State Supervisor of Vocational Agriculture to make a study in eight schools, the writer held a conference with the teachers to secure their cooperation. Since each one was interested in helping make the study, a demonstration was given on filling out the questionnaire. The teachers were supplied with a sufficient number of schedule forms for each veteran who had purchased a farm. They were to assist the veteran in filling out the form. A second questionnaire which called for pertinent data concerning the veteran program of the Agricultural Department was issued to each teacher.

The study revealed a total of 40 veterans who had purchased farms. These comprised the number of farms on which the survey was made.

Findings and Interpretations. A total of 757 veterans were taught in I. O. F. T. program. Of this number 40 or 5.3 per cent actually bought farms. Thirty-seven or 4.8 per cent came into possession of farms through marriage or bequest of a relative. An overall total of 77 or 10.1 per cent of veterans actually owned their farms.

Sources of credit for borrowing money to purchase farms listed in order of use were Banks, 17.5 per cent; Building and Loan Associations, 10 per cent; Private individuals, 10 per cent; F. H. A., 7.5 per cent; G. I., 7.5 per cent; Insurance Companies, 5 per cent; Relatives, 5 per cent; and Production Credit, 5 per cent. There were 13 or 32.5 per cent who paid for their farms cash and did not use credit terms.

The study indicates that 70 per cent of the young farmers beautified their yards by planting lawn, setting out shrubbery and planting flowers.

The study revealed that 12.5 per cent had provided indoor toilets and baths, 17.5 per cent had provided hot and cold running water. Electric and gas cook stoves were found in 20 per cent of the homes, but 87.5 per cent had provided adequate refrigeration. There were 95 per cent who had sent samples of their soil to the soil testing laboratory to be analyzed; 85 per cent had limed their fields; and 72 per cent had terraced their land.

The study further revealed that 96 per cent owned more than one dairy cow; 30 per cent raised pigs from brood sows; 80 per cent raised gilts and barrows; 10 per cent raised beef animals; 100 per cent raised hens for laying; 80 per cent raised broilers.

In the area of equipment, 35 per cent owned tractors; 100 per cent had plows; 70 per cent had disc harrows; 95 per cent had planters; 55 per cent had mowing machines; 80 per cent had fertilizer distributors; and 70 per cent had a car.

In the study, 90 per cent revealed it was more difficult to make payments on their farms after the subsistence checks had ceased; 95 per cent said farm economics and management which were taught them in classes had great effect in aiding in the purchase of their farms.

Other factors which urged the veterans to purchase farms were listed as follows: wife and family insisted on buying a farm; poor relationships lived with landlord; they resented giving landlord half of crop; they wanted to be own boss.

Recommendations. That greater emphasis be placed on teaching: (1) young farmers to provide more modern conveniences in the home as running hot and cold water; bathroom and facilities; gas and electric ranges; central heating units and home insulation. (2) Assistant agriculture teachers be employed to work with the young farmers in continuing a training program patterned after the I. O. F. T. without subsidization when the situation warrants it. (3) That two acres of pasture be planted to provide grazing for each animal unit on the farm. (4) Greater emphasis be placed on finding field crops other than tobacco to be sold as cash crops. (5) The livestock program in the Piedmont Area be increased so that a greater proportion of the income be realized from this source. This would aid in bringing about a more balanced agriculture. (6) More modern machinery on farms be purchased to aid in increased production at a lower cost of man hours and man power. This should aid in keeping many young men on the farm as it takes much of the drudgery from farm work.

A SURVEY AND EVALUATION OF SCHOOL FACILITIES WHICH RELATE TO THE HEALTH OF STUDENTS IN THE CONCORD AREA, SUMTER COUNTY, SUMTER, SOUTH CAROLINA

By CARRIE D. HAILE
(G. V. GUY, Adviser)

Statement of the Problem. To what extent did the health facilities in the Concord Elementary Schools, Sumter County, South Carolina, conform to the instruction and requirements as set forth by the State of South Carolina?

Purpose of the Study. The purpose of the study was to evaluate those facilities influencing the health of the students of the Concord Schools in terms of requirements on the part of the State with the objective in mind of correcting deficiencies now existing.

Scope of Problem. This study specifically concerned the health facilities of the four schools of the Concord Area, Sumter County, South Carolina, namely: Congruity, Chandler, Tramroad and Wolf-Bay Elementary Schools.

Significance of Problem. This study may be used effectively and therefore, prove valuable for the following reasons:

1. It should determine the adequacy of health related school facilities in terms of state requirements.

2. The data provided in this study should provide communities concerned with information necessary for ascertaining needed areas of coordination between county health agencies and school authorities.

3. It should specifically designate those facilities in each of the four schools which were inadequate in terms of the health of the students and indirectly suggest their elimination.

4. The data of this study should serve as a basis for improving health conditions in the four schools by indicating and recommending specific points where improvement was needed.

5. Finally, this study should prove helpful or useful to school officials generally and others who are interested in evaluating health conditions in the schools.

Method and Procedure. The principals of the four schools were interviewed by the writer during which time an interview schedule was filled out. Secondly, the writer toured the buildings and grounds of each school and evaluated the health related facilities by means of a checklist. The data were compiled and analyzed and then compared with the requirements of the State of South Carolina. Deficiencies in this respect were noted specifically for each school. Generalizations and conclusions were drawn and recommendations made. The data were presented in tabular form which contrasted the findings in each school separately in each major area of investigation.

Source of Data. The data for the study were collected from primary sources which were the result of the interview schedules and checklists.

Summary. It was the purpose of this study to evaluate those facilities influencing the health of the students of the Concord Schools, Sumter County, South Carolina, and to study these facilities in comparison with standards set by the state. The ultimate objective in mind was to make recommendations for the correction of the existing deficiencies.

The data for the study were secured through interviews with the principals of the four schools involved, a tour of the schools and an evaluation of facilities through questionnaires and checklist. Data were compiled and analyzed in tabular form.

Conclusions. As a result of studying this tabulated data and the health standards set forth by the state of South Carolina, the writer concluded that the schools of the Concord area were deficient in many respects regarding healthful school living. It was concluded by the writer, as a result of this study, that:

1. No school was located in a desirable place from the standpoint of health.
2. All schools failed to have sufficient drainage and elevation.
3. School buildings were not constructed so as to protect children from possible fire hazards.
4. Sources of water supply and facilities for drinking were inadequate.
5. Classrooms were in need of heating and ventilation.
6. Programs of health education were needed in the schools in order to encourage the development of effective community health practices.

Recommendations. In the light of these conclusions the writer made the following suggestions that the schools should have:

1. Neat, safe, well-equipped playgrounds.
2. Alert teachers in order to provide health teaching situations in the school's program.
3. Well-rounded working staffs for a health program, including:
 - A. Superintendent of health education division
 - B. Principals and teachers
 - C. Directors of health teaching and physical education
 - D. Superintendent of buildings

A PROPOSED GUIDANCE PROGRAM FOR THE ELEMENTARY DIVISION OF THE CONSOLIDATED CARVER SCHOOL, FORSYTH COUNTY, WINSTON-SALEM, NORTH CAROLINA

By IRENE PACE HAIRSTON
(RALPH L. WOODEN, *Adviser*)

Statement of the Problem. The problem of this study was to find out what facts and information are available and accessible that may lead toward the establishment of a proposed guidance program in the Elementary Division of the Carver Consolidated School and to propose a program for that division.

Purpose of the Study. The purpose of the study was to propose a guidance program for the Elementary Division of the Consolidated Carver School, Forsyth County, Winston-Salem, North Carolina.

Scope of the Study. This study was conducted over a period of approximately nine months. It was limited to the areas of health, cumulative records, and social adjustment for grades 1-8 in the elementary division of the Consolidated Carver School, Forsyth County, Winston-Salem, North Carolina.

Procedure. In making this study, the writer discussed the proposed plan of guidance with the superintendent, principal, and administrative staff of the school. Visits were made to various libraries. Material on guidance programs in elementary schools with specific bearing on health, cumulative records, and social adjustment was sought out. Questionnaires were used. Personal interviews were held.

It was found that many schools give yearly examinations in certain grades. Some schools give yearly examinations in all grades.

It was also found that the cumulative record, when properly used, is of great value in a guidance program. More emphasis should be placed on the social adjustment of the elementary school child.

In the appendix, the writer included a proposed plan of guidance for the elementary division of the Carver Consolidated School, Forsyth County, Winston-Salem, North Carolina. This plan should be of interest to elementary teachers who are interested in guidance procedures in the elementary school. It should help elementary teachers to be able to understand and solve many problems that confront the elementary school child.

A STUDY OF THE RETIRED TEACHERS OF NORTH CAROLINA FROM JULY 1, 1941 TO JUNE 30, 1952

By ROBERT L. HARDIN
(ARTHUR F. JACKSON, *Adviser*)

In the Summer of 1953, a follow-up study was conducted, using the questionnaire method, of 1,395 elementary and secondary public school teachers that had retired from the teaching profession between July 1, 1941 and June 30, 1952. Seven hundred and one questionnaires were returned, 619 of which were adequate for inclusion in the study. This represented a usable return of 50.3 per cent.

This study was made to discover:

1. How many retired teachers had planned for retirement.
2. How many retired teachers had enjoyed good health.
3. How many retired teachers were still active in their civic and social affairs.
4. How many retired teachers found their retirement benefits adequate.
5. How retired teachers spent their leisure time.

The individuals included in this study resided in 97 counties of North Carolina, 21 other states, the District of Columbia, and Canada. Less than ten per cent resided outside of North Carolina.

The majority of the respondents were married or had been married. One-third of the respondents had remained unmarried. Most of the respondents owned and lived in their own homes. These respondents had spent from ten to fifty-nine years in the public school system as classroom teachers, having taught in from one to twelve different schools. The elementary teachers outnumbered the secondary teachers ten to one.

Of the 619 respondents in the study, less than half of them made plans for retirement. The married teachers attached more importance to the clearing-up of outstanding debts than did the unmarried teachers. The unmarried teachers placed importance on savings and investments.

Most of the retirants had enjoyed reasonably good health before and since retirement, although one-third of them had not been able to afford dental, medical, and related professional services that would add to their physical comfort.

Many retirants engaged in church work and other kinds of social activities, but not to the extent that one would expect. Most of the retirants spent their leisure time reading, continuing old hobbies, traveling, taking on new hobbies, and in music.

Over 90 per cent of the retirants had found their benefits inadequate to meet their needs and they were unable to have the little "extras" which they enjoyed before retirement. The small number who found the benefits adequate

had sources of income other than retirement benefits. The retirement system was severely criticized for many seemingly unfair practices which occur under local control and under immediate supervision of local superintendents. Many inequities still exist under the present Retirement Act even with a number of amendments having been added by each successive legislature.

The writer made the following recommendations:

1. That teachers start early to plan for retirement in that they may elude the abrupt ending of active work.
2. That teachers continue to keep up with their professional organizations, associations, and educational developments for the mental alertness they may give.
3. That retirement benefits provide at least a minimum standard of living and that the teachers plan to provide income as a supplement to the minimum standard.
4. That teachers guard against trying to teach beyond the period where their physical health is endangered.
5. That teachers maintain good health habits in youth to insure reasonably good health in old age.
6. That teachers acquaint themselves with the many options under the Retirement system that benefit their particular needs.

**SOCIAL ACCEPTANCE AND SOCIAL REJECTION
IN THE GREEN LEVEL SCHOOL
ALAMANCE COUNTY, NORTH CAROLINA**

By DAISY LEA HINTON
(CALVIN R. STEVENSON, *Adviser*)

Social acceptance may be defined as the degree to which persons voice preferences for each other, either within the same sex or in the opposite sex, as being desirable with respect to some criteria. In the school, to be socially accepted by one's classmates is considered a step in the direction of developing happy and satisfying personal relationships. To be able to attract friends of their own age, of their own sex, and of the opposite sex should encourage the growth of friendships among children and hence, their social development.

The purpose of this investigation was to determine the degree of social acceptance and social rejection in the Green Level School, Alamance County, North Carolina.

More specifically, the investigation proposed to answer the following questions:

1. To what extent is social acceptance prevalent in the Green Level School?
2. To what extent is social rejection prevalent in the Green Level School?
3. What factors are associated with the incidence of rejection?
4. What suggestions may be proposed for bringing about greater groups solidarity?

Scope of the Problem

The study was delimited to the third and fourth grades of the Green Level School. There were twenty-nine boys and girls in the two grades:

twelve third graders and seventeen fourth graders, fourteen girls and fifteen boys.

Procedure

The normative survey was employed in the study. The writer first administered a sociometric test in his classroom. Three sociograms were charted to find the isolates, mutual pairs, triangles, chains, and stars.

To include an opportunity for every child to give a reaction to every other child in the group and to determine the social distance of each pupil in the classroom, a classroom social distance scale was administered, charted, and scored. The lower the score, the greater the acceptance by the group, the less the social distance.

From this study, the following conclusions were drawn:

1. Social rejection was more prevalent among the girls than among the boys in the third and fourth grades at the Green Level School.
2. Pairs of girls were more alike in scholarship than were the pairs of boys.
3. Some individuals changed their choice-status; that is, all stars did not appear as stars throughout the study and all isolates did not appear as isolates throughout the study.
4. A complex structure of the class organization was uncovered in the sociometric test; a number of the students remained unchosen, some formed mutual pairs, triangles and chains, others were stars.
5. Individual conferences with the students indicated that the poorly accepted children had annoying personal characteristics or habits: submissive, withdrawn, or given to attention gaining behavior.
6. Students who were socially accepted by their classmates had fewer undesirable traits and many more desirable ones than those students who were poorly accepted by their classmates.

The following recommendations for further research were made by the investigator:

1. That a more intensive study of rejection be made of the boys and girls of the Green Level School.
2. That a second sociometric test be given to the group studied to compare the degree of social acceptance and social rejection.
3. That all teachers of the Green Level School use sociometric tests as an aid to better understanding of the boys and girls they teach.
4. That a study be made of the influence of cliques on choice-rejection.

A PROPOSAL FOR A MORE EFFECTIVE HOME ROOM GUIDANCE PROGRAM FOR THE QUEEN STREET HIGH SCHOOL OF BEAUFORT, NORTH CAROLINA

By LOUIS JOHNSON
(L. A. ALSTON, *Adviser*)

The purpose of this study was to make recommendations for an improved home room guidance program at Queen Street High School, Beaufort, North Carolina. The basic assumption was that the program as of June, 1953 was far from ideal. In order to verify the foregoing assumption, an evaluation of the present program was made.

An evaluation scale was sent to the six homeroom teachers and to the 154 students. Results of the evaluation scale and opinions of the home room teachers were studied and tabulated.

The writer concluded that homeroom guidance of the Queen Street High School was to a degree satisfactory, but much could be done to improve the program. The writer further concluded as follows:

1. Not enough time was given each day for homeroom guidance.
2. A period should be so arranged in the schedule so as to reach all of the students and yet not interfere with the regular activity period.
3. More time and emphasis should be given to study and exploration of vocations and the available occupations.
4. More group participation in assemblies as a result of homeroom guidance discussions would seem desirable.
5. Counseling should be given.
6. Adequate in-service education for the faculty of the homeroom guidance program should be developed.
7. Proper initiation of the guidance program through a better organization of the program from the administration would seem necessary.
8. Introduction should be given to some individual counseling rather than too much group discussion during the homeroom period.
9. A follow-up service of the counseling given should follow as varying times.

In the light of the foregoing conclusions, the writer suggested the following program at the Queen Street High School, Beaufort, North Carolina:

1. A daily schedule or homeroom guidance of at least thirty minutes each day.
2. This period should come at a time when everyone is available. The time should be 11:45 a.m. to 12:15 p.m. instead of 8:30 a.m. This schedule should include suggested discussions on the basis of this survey.
3. A course in occupational information should be added to the curriculum of the Queen High School. This course should be offered as an elective to juniors or seniors. The course may be taught by the Chairman of the Guidance Committee and the source of material could be the state-adopted text book and various other materials issued by the State Department of Education and other agencies.
4. Assemblies each Friday could be an outgrowth of homeroom discussions and programs.
5. The schedule could provide for case conferences each Thursday. The studies should deal with special problems encountered by the teacher. A survey of pupil problems should aid the teacher in her case conferences.
6. A planned program of in-service training for the teachers should be initiated at the beginning of the school year.
7. A better organization of the administrative unit of the homeroom guidance program should be initiated.
8. As a result of the case conference more individual counseling should be given. Home visitations, records, and surveys of pupil problems should aid the teacher in her counseling. Accurate and up-to-date records should be kept.

9. In order to evaluate the success of the homeroom guidance program, follow-up studies of the graduates and drop-outs should be given at varying times.
10. As a culmination of the homeroom guidance program emphasis should be placed on the program through a Career Day Program; it should be sponsored by the guidance committee.
11. The day should be carefully planned by those participating in it. Leadership utilization of community resources such as doctors, lawyers, nurses, and other influential persons would greatly enhance the success of such a program.

The writer felt that the recommendations listed above, if accepted and acted upon, would help to improve the guidance program.

Nothing less than the full support of all concerned in the educational project could make for the success of homeroom guidance at Queen Street High School, Beaufort, North Carolina.

A COMPARATIVE STUDY OF THE READING COMPREHENSION OF SEVENTY-TWO RURAL AND URBAN FIFTH GRADE PUPILS IN MOORE COUNTY, NORTH CAROLINA

By NEZZA JACKSON KELLY
(CALVIN R. STEVENSON, *Adviser*)

The purpose of this study was to determine whether or not children from urban areas do better on reading comprehension than rural children and to report any differences found between urban and rural children's reading comprehension.

This study was limited to the urban and rural schools of Moore County, North Carolina. It dealt with reading comprehension in the fifth grades of the following four schools: West Southern Pines High School; Academy High School, Pinehurst, North Carolina; Wayside High School and Pinckney High School, Moore County, North Carolina. West Southern Pines High School and Academy Heights High School were considered as urban in this study because they were under a charted or city system. Wayside High School and Pinckney High School were under county administration and, hence, classed as rural. The subjects for this study had chronological ages ranging from ten to thirteen years; and there were seventy-two pupils of the Negro race, forty-nine being from urban and twenty-three from rural areas.

A survey of professional literature on reading comprehension was made; the Stanford Achievement Test, Form E was administered to pupils in the fifth grades of the urban and rural schools of Moore County, North Carolina. The tests were scored by the teachers of the schools included in the study. The reading data were collected and tabulated. The arithmetic mean and standard deviation were computed. Comparisons were made between the average and variability for the rural and urban group.

It was found that both urban and rural pupils were found deficient in reading comprehension. However, the rural students were found to be more deficient than the urban. Therefore, the investigator recommended the following:

1. That standardized reading tests be given at the beginning and closing of the school year.
2. That a diagnostic reading test be used as a follow-up after standardized tests are given.
3. That physical examinations be given at the beginning of the school year to determine physical factors which may hinder reading progress.
4. That a wide range of differentiated reading material be provided to meet the needs of the pupils.
5. That a well-planned remedial program be a part of the educational program in both rural and urban schools.

**SOME CHARACTERISTICS OF THE ELEMENTARY
PERSONNEL IN THE PUBLIC SCHOOLS
OF HOKE COUNTY, NORTH CAROLINA,**

1953

By JOHN D. MCALLISTER, SR.
(L. H. ROBINSON, *Adviser*)

Statement of the Problem. This study was made as an attempt to discover and point out some of the educational and personal-social characteristics of the elementary personnel in the public schools of Hoke County. The study sought to obtain answers to the questions of sex, age, marital status, religious affiliation, educational preparation, and length of service of the elementary teachers.

Value of the Study. The study might serve as a basis for a more practical use of group qualifications of the elementary teachers of Hoke County. The writer felt that the study might serve as a guide for future studies of similar nature. Also, the study might be used as an official document in the office of the County Superintendent of Public Instruction.

Scope of the Study. The investigation concerned with fifty-nine persons composing the Negro elementary teaching personnel in the public schools of Hoke County, North Carolina for the 1952-53 school year.

Purpose of the Study. The purpose of the study was to present a body of facts relative to the educational and personal-social characteristics of the eaching personnel in the elementary schools of Hoke County.

Method and Procedure. The normative survey method was used. A review of related subjects on the problem was made. The following steps of procedure were employed.

1. The writer had a personal conference with the County Superintendent of Public Instruction for the purpose of presenting the problem and making his intentions.
2. Names and addresses of the elementary personnel were secured from the local office files.
3. Questionnaires were constructed and mailed to all of the elementary personnel employed in the public schools of Hoke County for the 1952-53 school year.
4. Statistical tables were used to present the findings.

Summary. The investigation revealed such factors as the following:

1. Approximately 81 per cent of the elementary personnel were females.

2. The average age of the males was 37 years; the average age of the females was 39 years. Eighty per cent of the total group were under 45 years old.
3. Sixty-four per cent of the males were married; 69 per cent of the females were married; 12 per cent were single; 15 per cent were widowed; and three per cent were divorced.
4. Ninety-five per cent of the personnel held Class A teaching certificates. Eighty-one per cent of the personnel held the Bachelor's Degree; the remaining 19 per cent had no degrees. Three per cent of the group held the Master's Degree and Graduate Elementary teaching certificates.
5. The elementary personnel associated themselves with various religious affiliations. The Baptist affiliation contained the largest percentage of the total group. There were no Catholics.
6. The average length of service for the males was 11.7 years; the average length of service for the females was 15.8 years.

Conclusions. According to the findings of the study, the writer concluded that Hoke County was fortunate in having a group of chronologically matured, professionally experienced, educationally qualified, and religiously inclined individuals employed in the Negro elementary schools.

A STUDY OF THE DEVELOPMENT AND THE PRESENT STATUS OF THE EDUCATIONAL FACILITIES IN ROBESON COUNTY, N. C.

By JAMES H. McCALLUM
(GEORGE V. GUY, *Adviser*)

The purpose of this study was to show the beginning of the development of educational opportunities for each of the races in Robeson County, North Carolina, and to show the present status of educational facilities in Robeson County.

After permission had been granted by the four superintendents within the county, a search was made for antecedent literature, and a scrutiny of the treatment of such material found. The historical method was used in the treatment of the development of the schools, supplemented with information received from resource persons. The statistical method was used in the treatment of data gathered from questionnaires sent to the fifty-six school principals within the county.

The study revealed that the development of educational facilities in Robeson County followed a pattern similar to those of other areas throughout the nation. First, there were the private academies, later the county schools, and finally, the state-supported schools.

An analysis of the data showed that many of the teachers were not taking advantage of the many educational opportunities for higher training. One-fourth of the school buildings were below the standard for physical facilities set up by the state. An average of nine per cent of the total pupils enrolled in the county schools failed to remain in school during the past three school terms. Fifty per cent of the school buses made double trips during the school term of 1952-53. Thirty-eight per cent of the schools having a cafeteria were inadequate.

With the foregoing facts in mind the following recommendations were offered:

1. Robeson County school teachers should avail themselves of the educational opportunities for higher training.
2. The consolidation program should progress as rapidly as possible so as to replace the school buildings below the state standards.
3. The buildings should be well equipped with a modern furniture and other equipment to meet at least the minimum state requirements.
4. There should be at least one full-time attendance officer employed in order that the state school law may be enforced.
5. There should be more school buses in order to prevent 50 per cent of them making double trips daily.
6. There should be more schools participating in the school lunch program.

Such improvements should greatly raise the standard of living as well as improve the mental, physical, and moral health of the inhabitants of Robeson County, North Carolina.

A STUDY OF THE DEVELOPMENT OF LIBRARY FACILITIES IN THE PUBLIC SCHOOLS FOR NEGROES IN WINSTON-SALEM, NORTH CAROLINA, 1941-1951

By ANNIE HARPER McCLENNON
(L. H. ROBINSON, *Adviser*)

Statement of the Problem. The problem of this study was formulated in the form of the following basic questions: (1) What was the extent to which the library facilities of the public schools for Negroes in Winston-Salem were in keeping with modern needs and standards? (2) What was the professional training and preparation of the librarians? (3) What training was offered students in effective use of the library? (4) What changes had taken place with reference to reading interest of the students in the public schools of Winston-Salem, North Carolina, in the ten year period, 1941-1951?

Purpose. It was hoped that the results of this study would show: (1) The trends in library services and physical facilities in the public schools for Negroes in Winston-Salem, North Carolina; (2) The adequacy of the financial provisions for library expenditures; (3) The ability of students to use the library facilities effectively; (4) The reading interest of students in the public schools for Negroes in Winston-Salem for the ten-year period, 1941-1951.

This study was limited to the development of library facilities in only the Negro public schools of Winston-Salem, North Carolina which included two primary schools, four elementary schools, and one high school. One of the elementary schools for Negroes was not included because this building was completed during the fall of 1951. This study was made of the development of facilities for the ten-year period, 1941-1951.

Terminology. According to the use of terms in this study, *full-time librarian* was a person with the same qualifications and educational background as a teacher but had at least thirty-hours of library science in an approved school of Library Science. Her whole school day was for library

service. The *teacher-librarian* was a person with the same qualifications and educational background as a teacher, and had twelve hours of Library Science. At least one-third of her day was utilized for library service.

Methodology. Permission was obtained from the superintendent of public schools to conduct this study and to secure the cooperation of the supervisor, the principals, the librarians, the teachers and the business manager of the schools. The survey, case study, historical, and statistical methods of research were employed.

Procedure or Approaches. Questionnaires were presented to the librarians and teachers of each school. Checklists, score cards, and evaluative criteria used by the State Department of Public Instruction and the Southern Association of Colleges and Secondary Schools were used to evaluate the libraries. The data collected from this study were tabulated and evaluated. The results were studied and utilized as the basis for recommendations.

Summary. The study showed that all schools studied rated very high in the total as well as individual ownership of books. There was a great need of audio-visual material, and the magazine collection needed improvement. There was an urgent need for more effective use of the school-libraries.

Conclusions. From the foregoing discussion, the writer drew the following conclusions: (1) More space for library use was needed throughout the city system for Negroes. (2) The low circulation of books according to the data on circulation found at the high school was significantly related to the lack of library space to accommodate the large enrollment. (3) In view of both National and North Carolina library standards, progress was made in the development of library facilities in the public schools for Negroes in Winston-Salem, North Carolina, from 1941-1951.

Recommendations. From the general analysis and evaluation of data in this study, the writer submitted the following recommendations:

1. That a library period be provided for each class in the school at least three times a week.
2. That through a program of circulation of library materials in study halls and classrooms, more adequate library service can be rendered to a larger number of students.
3. That the library budget for the schools be increased.

**A STUDY OF THE DROP-OUTS OF THE THIRD GRADE
OF THE ROSENWALD ELEMENTARY SCHOOL,
RICHMOND COUNTY, NORTH CAROLINA
FROM 1947-1948 TO 1951-1952**

By J. H. MCINNIS
(J. C. McLAUGHLIN, *Adviser*)

Significance of the Problem. It was hoped that this study would offer some evidence as to why students leave school and thereby indicate some means of helping to keep young people in school. Furthermore, it was expected, as a result of the findings, that the study would serve as a stimulus for students to further their education even through high school and college. It was also hoped that this study might help improve the curriculum of the school in an effort to help meet the needs and interests of the children.

Finally, it would provide a workable approach for other teachers and school personnel who are concerned with the problems of the drop-outs.

Purpose of the Study. It was hoped that the data presented in this study would indicate why those students left school there-by assisting teachers and supervisors in undertaking a re-evaluation of the entire school program and, where possible, effecting a reduction in the number of drop-outs in the school.

Scope of the Study. This study was limited to an investigation of drop-outs in the Rosenwald Elementary School in Richmond County, North Carolina. It was conducted over a period of five years by selecting the third grade class of 1947-48 and observing that class over the five year period. Potentially, therefore, this study was limited to the twenty-eight pupils who dropped out before reaching the eighth grade.

Methodology. The normative survey was used in conducting this study. The historical, ecological, and statistical methods were also employed in this study.

Procedure. Of the forty-three students in the third grade class in 1947-48, those students promoted to the eighth grade in 1951-52 were eliminated. Those students retained or transferred were also eliminated. The potentially remaining twenty-eight were classified as drop-outs. Apparent causes for their leaving school were taken from school records. Personal interviews with the drop-out students and their parents were held also.

Data for each student were analyzed and compared. All comparable data were compiled, organized, and evaluated analogically and statistically.

The data were presented in tabular form, conclusions drawn, and recommendations made.

Findings. This study revealed that:

1. Over a period of five years twenty-eight students had dropped out of school. All were in the third grade during 1947-1948; of these, thirteen were girls and fifteen boys.

2. The largest percentage of drop-outs was in the fifth grade.

3. The larger portion of the drop-outs came from homes of large families and especially where a large number of children were younger than the drop-outs.

4. It was quite apparent that the chief occupation of the parents of the drop-outs was farming.

5. Most of the drop-outs lived from three to eleven miles from school. Transportation to school was by bus, and a large percentage of the pupils had to walk at least two miles and wait sometimes a hour or two to ride to school.

6. All the drop-outs had to arise early to meet the bus; they arrived home between five and five-thirty in the afternoon.

7. Most of the drop-outs seemed to have liked their teachers and indicated one or two favorite subjects. Yet, approximately three-fourths of them had no desire to study.

8. The only extra curricular activities participated in were baseball and basketball.

9. The chief contributing factors to the drop-outs leaving school were

work, failure in school, over-ageness, poor transportation to school, and lack of spending change at school.

On basis of these findings the following recommendations were made:

1. Provide a varied program of instruction that would be in community resources of the immediate community, Richmond County, North Carolina.
2. Provide the type and method of instruction that would meet the interests and needs of the children.
3. Place more emphasis on activities and projects that would take in the child's abilities rather than give failures for text-book pages covered.
4. Provide incentives for students to stay in school through a better recreational program. Introduce planned recreation other than baseball and basketball.
5. Provide a well-planned guidance program for the upper grammar grades.
6. Develop, where possible, wholesome and workable study habits.
7. Encourage wholesome community activities in relation to the regular school activities.

A REPORT OF A STUDY OF THE NEEDS OF HIGH SCHOOL GIRLS IN THE AREA OF SEX GUIDANCE IN FAMILY LIFE EDUCATION

By LILLIE MACIE MCINNIS
(GEORGE V. GUY, *Adviser*)

This study was undertaken to determine how a group of present-day children obtain sex information and the adequacy of this information. It was hoped that such knowledge would clarify convictions as to the functions of parents and teachers in guiding the child in his sex experiences.

This research was limited to a study of 36 girls in grades nine through twelve of the Norwood High School in Norwood, North Carolina, 1951-53, to determine the sources of sex information, the girls' evaluation of that information, the ages at which these specified learnings were acquired, and the girls' attitude in regard to sex education in the high school.

The procedure followed was the development of a form check sheet, the administering of which, supplemented by sampling interviews, provided the data for the study. The information was compiled, tabulated, and written up as a report.

Background data on the girls indicated that they came from homes with inferior educational opportunities.

Concerning the sources of sex information, the different items varied considerably; but in general, "Playmates" ranked first, being far ahead of the next source, "reading material."

The ages at which the different items of sex information were gained ranged from five to sixteen years.

The writer concluded that intelligent guidance of the child in pre-school years by the parent is most important, and that as the child enters school a cooperative program of home, school, and other youth agencies be planned.

This study justified the following recommendations:

In as much as the need for sex guidance begins early and the responsibility of parents is so great, a program of training parents for adequate sex guidance of children was recommended.

It was also recommended that, in as much as the girls have specified that the school take the responsibility for further guidance, teachers selected and trained for this function be used and that an adequate program for both boys and girls be planned with suitable reading material available.

RECREATIONAL ACTIVITIES FOR NEGRO CHILDREN IN BLADEN COUNTY WITH PROPOSED PLANS FOR DEVELOPMENT

By VIRGINIA L. MC LAURIN
(L. H. ROBINSON, *Adviser*)

Statement of the Problem. The problem was concerned with the recreational activities provided for Negro children in Bladen County. The study sought to answer the following questions:

1. What recreational activities are available for Negro children in Bladen County?
2. What recreational activities are children of Bladen County interested?
3. What measures could be undertaken to improve the recreational program?

Scope of the Thesis. The study covered the entire county of Bladen including boys and girls in school from the seventh through the twelfth grades and those out of school whose ages ranged from twelve to nineteen years. Questionnaires were filled out by eight hundred children.

Purpose of the Thesis. The purposes of this study were (1) to find the type of recreational activities in which the children of Bladen County were interested; (2) to point out and sensitize the community, and civic leaders to these interests and needs; and (3) to help stimulate the development of a better recreational program.

Probable Use, Significance, or Value of Study. Plans proposed were logical, flexible, and feasible. They could easily be put into use without undue time or expense to the citizens of the county. If they were put into use, it is believed that they would solve many juvenile problems.

Method and Procedure. Information was obtained by personal interviews and questionnaires. After the data were collected, they were presented in tables and graphs.

Summary and Findings. Recreational activities were thought of as any thing beyond the normal line of duty that a person did not have to do but did just for enjoyment.

Activities participated in by the highest percentage of children were attending movies, listening to radios, reading, participating in club meetings, group singing and attending parties.

Many of the children would have liked to participate in most of the activities listed. Two outstanding reasons for non-participation were "not available" and "did not learn."

Plans and recommendations were proposed for making most of these activities available to the children in each community in the county.

**A SURVEY OF THE SOCIO-ECONOMIC CONDITIONS OF THE NEGRO
POPULATION OF ASHE COUNTY, NORTH CAROLINA WITH
SUGGESTIONS FOR USE OF THESE DATA BY
THE NEGRO SCHOOL, 1953**

By JOHN CLIFFORD MILLER
(L. H. ROBINSON, *Adviser*)

Statement of the Problem. This study is concerned with information relative to the existing social and economic conditions of the Negro population of Ashe County, North Carolina. The problem was to determine, through research, the existing social and economic conditions of the Negro population of Ashe County during 1953.

Scope of the Study. This study embraced every Negro family in Ashe County. Investigations were made as to their means of livelihood, economic status, home life, forms of amusement, religious preference, and home conditions.

Purpose of the Study. The writer believes information about the community is essential if education is to be effective, for such data serve as adequate bases for adjusting the school program to the needs of the community. The purposes of this study were to gather, organize, and interpret data on the social and economic conditions of the Negro population of Ashe County, which would serve as background information for the school.

Methods and Procedures. The ecological survey method was employed. The first area of research involved interviewing each household head using a four-page schedule. The second and third areas of research involved an examination of Ashe County Tax Records and the Department of Public Welfare Records. An interpretation of these data using statistical tables and graphs constituted the fourth area of research. Primary data were secured from the first three areas of research. Secondary data were secured from available printed sources. Tables and Graphs were used to point out the implications of these data for the development of a more adequate school program.

Some Conclusions. On the basis of facts presented, the writer concluded that the social and economic status of Negro families in Ashe County is low. There was a high degree of home ownership; however, few had any cultural advantages for the members of the household. The homes were not crowded but the incomes were low, and the community contacts of a social and recreational nature were very limited.

Adult education was needed. More social organizations were needed. These facts imply and strengthen the writer's belief concerning the existence of a cultural vacuum. In the final analysis, the writer concluded that social and economic conditions of Negro families in Ashe County were not fully adequate for the wholesome development of well-rounded individuals.

Suggestions. On the basis of facts presented, the writer offered two interrelated methods of using these data. One method involved usage of these data on existing social and economic conditions to provide the school curriculum with the possibilities of meeting the needs of the people. The second method involved usage of the school plant and personnel to develop better communities according to the needs of each inhabitant.

**SOME FACTORS ASSOCIATED WITH DELINQUENT BEHAVIOR
AMONG THE PUPILS OF THE NORWOOD NEGRO SCHOOL
NORWOOD, NORTH CAROLINA**

By ASTOR WOODROW MITCHELL
(L. H. ROBINSON, Adviser)

The Statement of the Problem. The problem of this study was to discover and analyze some of the factors associated with delinquent behavior among the students of the Norwood Negro School, Norwood, North Carolina.

The Purpose of the Study. The study served to guide the administration of the school toward seeing the necessity of organizing a worthwhile leisure-time program for its youth. It anticipated having the pupils become interested in wholesome recreational activities, rather than in the type offered by certain undesirable types of establishments which existed within the community.

The Scope of the Problem. The study included all pupils who were considered problems, because of their delinquent behavior. It included 25 boys, 19 girls, and the history of the parents of each child studied. It covered the school years 1950-1951 and 1951-1952; the time required to complete this study was approximately four months.

Method. The case study was used in this study.

Procedures. A study was made of the family life of each individual involved in the study. An examination was made of facts concerning the education of the parents, the economic status of the family, and the possibility of blood relationships of parents.

The following steps were used in securing the above information.

1. Obtained list of children who were considered, by the administration, problems of delinquent behavior.
2. Solicited information from former teachers of those pupils.
3. Consulted school records.
4. Interviewed parents of those children.
5. Consulted county welfare department concerning children who had been referred to that agency.

Conclusions. As a result of the study the following conclusions were reached:

1. There were no public recreational facilities provided for the youth of the community.
2. There were insufficient recreational and entertainment facilities within the homes of the delinquent children.
3. The school was inadequately staffed and equipped for a worthwhile program of activities designed to reach all students.
4. All families included were in the low income bracket.
5. The living quarters were greatly overcrowded.
6. The conditions of the houses in which the families of the delinquent children lived were very poor.
7. All children except two worked after school hours.
8. All full time wage earners were classified as common laborers.
9. Parental control of the children was lacking.

10. The educational levels of the parents were low.
11. The parents failed to support the Parent-Teachers Association.

**SOME SUGGESTED ACTIVITIES FOR DEVELOPING CITIZENSHIP
IN THE SEVENTH GRADE, ARMSTRONG SCHOOL,
CUMBERLAND COUNTY, FAYETTEVILLE, NORTH CAROLINA**

By LAURA TAYLOR MITCHELL
(RALPH L. WOODEN, *Adviser*)

The setting around which the activities experienced in this study were centered was in the seventh grade classroom of Armstrong School, Cumberland County, Fayetteville, North Carolina. The school is situated six miles from Fayetteville east of the Cape Fear River. It is a union school, with 23 teachers, the writer being the teacher of the seventh grade.

Through this study the writer sought to discover and to analyze the benefits derived from activities which stressed better citizenship practices among the 40 pupils in grade seven. The activities participated in evolved from the subjects health and physical education; the language arts and social studies.

This study was confined to grade seven, Armstrong School, Cumberland County, Fayetteville, North Carolina. It was limited to developing desirable citizenship practices among the pupils of this seventh grade. It dealt only with those activities that were calculated to lead to better citizenship practices of which this age group was concerned, as units on good citizenship and other activities as they related to health and physical education, the language arts and the social studies. This study consumed approximately nine months and was largely conducted during the school year 1952-1953.

The purpose of this study was to discover, to experiment with and to suggest some activities that may develop better citizenship practices among pupils of grade seven.

A collection of literature dealing with citizenship as it relates to the activities in this study was made. The second step was to organize the materials into their related areas. In the third step activities which had as their aim improved citizenship were planned and pupils were observed to ascertain results of the activities.

The school itself represents a social institution that should develop in pupils a sense of responsibility as members of groups within the school and the good will and intelligence to participate in school activities that are designed to make better citizens in a school, a community, and in a nation.

Through the health and physical education activities the pupils may become healthier citizens physically able to better serve their country; through the language arts they may be better able to use their native language as an aid to themselves and others; and through the social studies they may have a deeper appreciation and knowledge of their country as well as the accomplishments of past and contemporary leaders.

**THE ORGANIZATION AND OPERATION OF STUDENT COUNCILS
IN THIRTY-SEVEN ACCREDITED NEGRO HIGH SCHOOLS
IN NORTH CAROLINA**

By HENRY GREENE ROSE
(CALVIN R. STEVENSON, *Adviser*)

The Problem. Since the organization of the student council in the secondary school is of paramount importance to its proper functioning, the National Association of Student Councils has released generally accepted principles that form a basis of student council organization. The problem of this study was to determine the extent to which student councils in 37 accredited Negro high schools in North Carolina were organized and operated in accordance with the specifications of the National Association of Student Councils.

Method. In pursuit of this study the investigator submitted a questionnaire to each of the 186 accredited Negro high schools listed in the state of North Carolina during the year 1952-53. The questionnaire was constructed to provoke objective answers to ascertain the degree to which certain principles were being followed in the organization and operation of the council.

Summary. It was found that the councils had power (1) to propose action for school improvement, (2) to carry on certain activities, and (3) to control such funds as were delegated to it.

The councils practiced (1) restricted membership (some bases of selection); (2) student selection of officers; (3) cooperative planning.

The councils were supported by the principal and the faculty in that the principal:

1. Recognized the worth of the council
2. Orientated the teachers
3. Acquainted the students with the council's program
4. Acted as consultant

The teachers:

1. Served as sponsors
2. Demonstrated faith
3. Helped train representatives
4. Gave homeroom guidance

The councils had specific arrangements for meetings, membership, faculty sponsors, and operations.

Opportunity was provided for (1) citizenship training; (2) publicity of program; (3) participatory experiences and, (4) fostering morale.

In light of the findings, it was concluded that the councils in North Carolina accredited Negro high schools were organized and operated in accordance with the principles of the National Association of Student Councils. More specifically the conclusions were:

1. The duties and responsibilities of the councils were clearly defined.
2. The programs of the councils were the results of cooperatively derived decisions of the administration and the council.
3. The councils had the support of all of the principals and some of the teachers.
4. The councils had constitutional provisions for sound practices.
5. The councils were striving toward prestige, service, and cooperation through selected activities.

THE EFFECT OF A UNIT IN NUTRITION EDUCATION
ON THE FOOD PREFERENCES OF EIGHTH GRADE STUDENTS
AT HAPPY PLAINS SCHOOL
TAYLORSVILLE, NORTH CAROLINA

By NATALIE FRANCES BUTLER ROSE
(CALVIN R. STEVENSON, *Adviser*)

Statement of Problem. The problem of this study was to determine the changes after having been taught a unit in nutrition education, if any, in the expressed food preferences of eighth grade students in the Happy Plains School, Taylorsville, North Carolina.

Method. A combination of the survey and experimental methods was used in the conduct of this study.

Scope. This study was confined to the entire eighth grade class of Happy Plains School, Taylorsville, North Carolina, which was comprised of eighteen girls and seven boys enrolled during the school year 1951-1952.

The prefixes and suffices were used in various exercises in the attempt

Procedure. A checklist for determining expressed food preferences was given each student by the author. A unit of nutrition was cooperatively planned and taught over a six-weeks period. An identical checklist was administered to these students upon their promotion to the ninth grade.

Summary. As a result of this study the writer found that the foods in Group I, comprising the green and yellow vegetables, had an acceptance large enough after the unit to assure the students adequate diets should they be allowed the opportunity to plan, suggest, or select foods for their own diets. In Group II, consisting of citrus fruits and tomatoes, the citrus fruits were well accepted; after the unit tomatoes and tomato juice were well accepted. Group III, composed of other vegetables and fruits, was well accepted before the unit with the exception of turnips. After the unit turnips showed a large increase in acceptance. Group IV, including milk and milk products was poorly accepted before the unit and well accepted after the unit except for clabber, buttermilk, dried milk, and canned milk. It was reported in Group V, containing the meats and proteins, a total acceptance both before and after the unit for many of the foods. Dried lima beans and the "organ foods" had poor acceptance both before and after the unit. Group VI, including cereals and cereal products, was poorly accepted before the unit and fairly well accepted after except for the prepared cereals with which the students had had little experience. Group VII, containing butter and margarine, was accepted very well before and after the unit. Group VIII, composed of miscellaneous foods, was accepted poorly before the unit and fairly well after.

Recommendations. Since this group of students represented an adequate sample of the school population the following recommendations were made:

1. The educational value of the school lunchroom program should be further emphasized throughout the entire school.
2. The students should participate in the menu planning at home and in the school lunch program.
3. The unit should be improved by including more field trips and activities.

4. The entire school faculty should engage in a total school nutritional program.
5. Importance should be given to home gardens in such adult education programs that presently exist in the school program.
6. A strong parent program should be set up in nutrition education.
7. A strong program in nutrition education should be initiated for the school faculty.
8. The teachers should correlate nutrition education with the other subjects.

THE HISTORY OF ART INSTRUCTION IN THE GREENSBORO PUBLIC ELEMENTARY SCHOOLS

By GUYRENE TYSON SIMKINS
(H. CLINTON TAYLOR, *Adviser*)

The primary objectives of this study were to determine the philosophies of art instruction in use at various periods in the Greensboro Public Schools; to study the methods of art instruction in use at various periods; and to determine the various materials used at different periods in the Greensboro Public Elementary Schools.

The data used in this study was derived from (1) Records in the office of the City Superintendent of the Greensboro Schools; (2) Courses of study; (3) Materials in the Public libraries; (4) Personal observation; (5) Interviews with retired teachers, principals, and supervisors.

The first phase traced the beginnings of art instruction in the Greensboro Public Schools from 1923 to 1935.

The second phase indicated the trends of art instruction from 1936 when the art program was reorganized under Mr. B. L. Smith, and an art instructor was appointed.

The third phase was concerned with the present status of the art program in the Greensboro Elementary Schools.

Conclusions.

1. The philosophy of art instruction has changed from art for gifted children to art for all of the children.
2. The current instruction in art provides for:
 - a. Direct art teaching at least one and one-half hours each week;
 - b. Individual art expression under the guidance and direction of the teacher;
 - c. Scheduled art periods, flexible art lessons, rather than stereotyped ones; and,
 - d. Annual exhibits of children's artistic work to inspire them and to offer the public an appreciation of the value of art in public schools.

Recommendations

1. An attractive school environment should be provided.
 - a. Teacher appropriately dressed
 - b. Provision for beauty corner
 - c. Interesting bulletin boards

2. Classroom situations should be so set up that teachers and pupils could actively participate in various art activities.
3. The time element should be more flexible.
4. More interest should be placed on developing parental interests and cooperation.
5. Some further aid should be provided for the gifted child in order that his talent may be developed.
6. Finally, since there is a universal recognition of the relationship between children's art expression and the development of their mental, emotional, and social personalities, children should be encouraged to express themselves naturally and sincerely.

**VOCABULARY ENRICHMENT THROUGH THE STUDY
OF LATIN PREFIXES AND SUFFIXES**

By BERTA BANKS SIMMONS
(L. A. ALSTON, *Adviser*)

The purpose of the study was to provide materials and to arrange exercises for teaching vocabulary building through a knowledge and understanding of Latin prefixes and suffixes with the hope that these materials may supplement the teaching of vocabulary at the John Chavis School, Cherryville, North Carolina.

Scope of the Study. The study was primarily concerned with 40 Latin prefixes and suffixes and their application to words in the Modern English vocabulary.

Methodology. Approaches used were the descriptive and historical as a basis for lesson planning.

Procedures. The author gave a brief history of the Latin influence upon English, showing its currency in Modern English.

A list of the 40 most frequently used Latin prefixes, suffixes and their meanings was made.

The prefixes and suffixes were used in various exercises in the attempt to give the students greater skill in recognizing and using them. Exercises for both the Latin prefixes and suffixes were arranged according to educational principles and practices—from the easy to the difficult. A *Mastery Test* was placed at the end of each section. The purpose of the test was to determine if the students' vocabularies had been increased.

**A COMPARATIVE STUDY OF GRADES MADE IN VOCATIONAL
SUBJECTS AND ACADEMIC SUBJECTS
OF A SELECTED GROUP OF STUDENTS OF CARVER HIGH SCHOOL,
MOUNT OLIVE, NORTH CAROLINA, FROM 1944-1948.**

By EDWIN ALFRED SIMMONS
(RALPH L. WOODEN, *Adviser*)

The purposes of the study were (1) to stimulate a more scientific approach to the selection of students for vocational courses in high school, (2) to stimulate the interest of superior students in vocational courses, and (3) to

determine whether all maladjusted students belong in courses which are vocational in nature.

It was discovered that there was no appreciable amount of evidence to prove that a student who did poor work in vocational subjects did good work in academic courses, or vice versa. Neither was there any high indication that students would tend to make the same grades in all subjects. There was a stronger indication that students tended to make the same grades in all subjects than to make a high grade in one subject and a low grade in another.

In the light of the findings the writer recommended that:

1. A more scientific approach to the selection of students for vocational courses be based upon some valid mechanical aptitude test, rather than upon high or low grades in any one subject.
2. Superior students not be encouraged to major in academic work. They should be given all opportunities to select the vocational courses for which they are best fitted.
3. Since no evidence was found that all maladjusted students belonged in courses which were vocational in nature, they not all be dumped in vocational courses, but be given an equal opportunity to pursue courses for which they are best suited.

A FOLLOW-UP STUDY OF THE GRADUATES OF CATAWBA ROSENWALD HIGH SCHOOL OF CATAWBA, NORTH CAROLINA FOR THE YEARS 1942-1950, INCLUSIVE

By HERBERT WALTER THOMPSON
(GEORGE V. GUY, *Adviser*)

Of the 98 persons who had graduated from Catawba Rosenwald High School between the years 1942 and 1950, the writer also secured the names and mailing addresses of 73 graduates, of whom 57 returned questionnaires.

A majority of the graduates lived in North Carolina, with 42 of them living in the community. Six graduates resided in other states.

The largest number of graduates were employed in domestic and unskilled work. Nine graduates were farming for a livelihood and nine were housekeepers. Two graduates were teachers.

The salaries of the graduates ranged from less than \$1,200 per year for those employed as domestics to more than \$2,700 per year for the professional and skilled workers.

A total of 47.3 per cent of the graduates had received some training above the high school level. Four graduates completed college and nine veterans had completed training in vocational courses.

The respondents showed some interest in civic affairs with the exception of voting. They held membership in 19 different clubs and organizations, but only 21 showed interest to vote. The graduates read very widely in both white and Negro publications.

Thirty-five graduates were married and had a total of 65 children. More women were married than men.

The respondents indicated that some subjects studied by them had little or no use in later life, while other subjects were found very useful. This

study further revealed the need for expanding the trades department to include new courses for which they found a need, but which were not taught.

In the light of these findings the writer made the following recommendations.

1. That a trades department be organized to give the students proper vocational training in home economics and industrial arts.
2. That typing courses be offered.
3. That a guidance program be organized to give the students proper guidance, both vocational and general.
4. That an intensive program of curriculum evaluation and revision be undertaken by the school.
5. That the school conduct a survey of the community to see how the school could best meet the needs of the community for trained workers.
6. That the school make a continual follow-up of its graduates, and
7. That there be a development of a closer relationship between graduates and the school following graduation.

**A FOLLOW-UP STUDY OF THE GRADUATES
OF THE JOHN CHAVIS SCHOOL, CHERRYVILLE,
NORTH CAROLINA, BETWEEN THE YEARS
1938 AND 1950**

By JAMES HERMAN TWITTY
(CALVIN R. STEVENSON, *Adviser*)

The problem of this study was to determine how adequately the curriculum of the John Chavis School met the needs of its graduates from 1938 to 1950.

An examination was made of the graduates' records to abstract data regarding: sex, years of graduation, number of graduates, and courses studied.

A questionnaire was formulated and distributed to the graduates, and personal interviews were held with parents, graduates, and acquaintances of the graduates in close proximity to Cherryville.

The study revealed that there were 77 male and 114 female graduates, giving a total of 191 graduates to whom questionnaires were distributed. A total of 160 questionnaires were returned: 98 female and 62 male subjects.

Some of the findings were the following:

1. That 149 graduates thought English was the most useful of subjects studied followed closely by mathematics with 147.
2. That vocational home economics and chemistry led the list of eleven courses which, in the opinions of the graduates, should be placed in the curriculum.
3. That of the seventeen colleges and other institutions attended by the graduates, the Agricultural and Technical College of Greensboro, North Carolina, led the list with eight, or 23 per cent of the total number doing further study.
4. That 26, or 13.5 per cent of the graduates had made their homes in the north western part of the United States, while only 2.1 per cent lived south of North Carolina.

5. That 25 per cent of the graduates who remained in North Carolina lived in Cherryville, while 49.9 per cent lived in Charlotte, Kannapolis, Shelby, and Gastonia.
6. That 97 per cent of the graduates were members of the church, and 79.2 per cent were Baptist.
7. That 55 per cent of the female graduates were housewives, while domestic workers ranked second and cosmetologists and nurses third out of the eight occupations listed.
8. That factory workers led the list of fourteen occupations, followed by the male graduates.

Some recommendations were:

1. That a special file of drop-outs as well as graduates be kept in the principal's office.
2. That chemistry and vocational home economics be added to the curriculum.
3. That more emphasis be placed on English and mathematics in each high school class whenever the opportunity presents itself.
4. That a more effective guidance program be added to the curriculum.

ORGAN BODY WEIGHT RATIOS IN THE GOLDEN HAMSTER, CRICETUS AURATUS

By HAROLD HUDSON WEBB
(ARTIS P. GRAVES, *Adviser*)

The problem in this research was concerned with a study of the organ-body weight ratios of the kidneys, adrenals, spleen, and liver of the golden hamster as compared with organ-body weight relationships found in other laboratory animals, such as the guinea pig and the rat.

This study was entirely experimental and was conducted in the Biology Department of the Agricultural and Technical College of North Carolina, using 21 golden hamsters of diversified ages.

Organ-body weight ratios for each hamster killed and average organ-body weight ratios by weight groups were presented. These finding seemed to indicate that:

1. There appeared to be no consistent relationship existing between individual organs and body weights.
2. Definite relationship appeared to exist between certain organs and body weight when average organ weights were considered.
 - a. The left kidney body weight ratio varied inversely with the body weight.
 - b. The adrenal body weight ratio varied inversely with the body weight.
 - c. The spleen body weight ratio varied directly with the body weight.
 - d. The liver body weight ratio showed slight increase from the lowest weight group to the highest but revealed no consistent increase.

This research revealed some marked relationship between visceral organ and body weight when average organ weights were considered.

THE EFFECT OF FEDERAL AID TO EDUCATION UPON THE EDUCATIONAL OPPORTUNITIES OF THE NEGRO IN THE DELTA AND CAROLINA AREAS OF THE UNITED STATES

By ELIZABETH M. WEST
(W. MALCOLM JOHNSON, JR., *Adviser*)

Restatement of the Problem. To what extent is Federal Aid likely to effect the educational opportunities of the Negroes in the elementary and secondary schools virtually supported by Mississippi, Louisiana, North Carolina and South Carolina?

Purpose of the Study. The purpose of the study was to determine, to what extent Federal Aid was needed in the Delta and Carolina Areas, for equalization of education of the Negro and white facilities; what attempts Congress have made to aid the educational aspects of these areas; and to what extent the Federal Education Bill of the 81st and 82nd Congress have effected those educational opportunities of the Negro.

Methodology. This study was solved by the Bibliographical Survey, Statistical and the Historical Method. It envolved a careful examination and interpretation of original sources, and accurate records of past events that served as a basis for conclusions in the analysis of current issues of the Educational Bills.

Conclusions.

1. In Louisiana, Mississippi, North Carolina and South Carolina where separate schools were maintained for Negroes and whites, Federal Aid would equalize the educational opportunities of all schools regardless of races.
2. In the Carolina and Delta Areas where the local and state funds were insufficient to finance a minimum standard of education, Federal Aid should be granted.
3. Without Federal Aid to education many children would continue to suffer because of inferior schools, lack of qualified teachers, inadequate buildings and materials with which to work.
4. Federal Aid should be accepted to assure our nation of better trained men and women.
5. At present funds from local and state revenues, in Louisiana, Mississippi, North Carolina and South Carolina are insufficient to maintain adequate schools for their children.
6. In the States studied the burden of educating their children was too much for individual States, so the burden should be shifted to higher means of support.

A FUNCTIONAL ART STUDY PROGRAM FOR TEACHING ART
IN THE ELEMENTARY GRADES OF COLUMBIA HEIGHTS
ELEMENTARY SCHOOL, WINSTON-SALEM,
NORTH CAROLINA

By ELIZA SHELTON WILLIAMS
(H. CLINTON TAYLOR, *Adviser*)

Realizing the value of art in every day living, the writer made a study in order that she might suggest art activities, experiences, and materials that could be used effectively in creative work with elementary children.

An art class composed of thirty-two sixth grade pupils were used for this study during the school year 1951-1952.

It was hoped that through this study, the State Art Course of Study would be more functional and better meet the needs of the children of Columbia Heights Elementary School, Winston-Salem, North Carolina.

To gain the needed information for carrying out this study, the writer performed a variety of activities.

A list of related materials as to what a functional art study program should be was read. Competent advice from art supervisors and teachers in the cities of Winston-Salem, North Carolina and Greensboro, North Carolina was obtained.

The writer observed her class during their art classes and recorded her findings on observation sheets.

Pupils Art Interest Questionnaires were given to each pupil, thus, enabling the teacher to gain knowledge of their assets and limitations in connection with art.

A teacher-pupil planning program was carried on, giving the pupils as much freedom as possible and training them in self-expression.

The writer tried to plan with the aid of her pupils art activities that were timely, seasonal, educational, and interesting; art activities that would enrich life and make other studies more meaningful and practical. The suggested art activities were carried out according to the months of the year. These seasonal observances brought into focus many desirable qualities of good citizenship.

At the end of the study the writer distributed pupils' check lists which aided her in evaluating the foregoing art program.

A comparison of the teacher's observation of pupils' art traits for the first period (September 4th to October 25th, 1951) and the sixth period (April 26th to May 29th, 1952) was made.

The results of the study showed that the pupils' art interests had been greatly increased and more desirable traits had been developed.

These results have made the writer conclude that an effective art program should provide a variety of media and experiences for the well-rounded development of the child. She also concluded that living in a democratic country, democratic or teacher-pupil planning is the best approach for a functional art program in any school.

**COMPARATIVE ANALYSIS OF READING TEST SCORES OF THIRD
AND FOURTH GRADES OF THE CITY SCHOOLS OF
WINSTON-SALEM, NORTH CAROLINA FOR THE
SCHOOL YEAR 1951-1952**

By MAVIS ELDORSE WRIGHT
(CALVIN R. STEVENSON, *Adviser*)

The purpose of this study was to make a comparative analysis of the results of third and fourth-grade reading test scores in the city schools of Winston-Salem, North Carolina for the school year 1951-1952.

A combination of the normative-survey and statistical methods of research was used in this study. Data for this study were gathered from the office of the Superintendent of the Winston-Salem City Schools. The results of the California Reading Test Primary and Elementary Form BB for two thousand and nine hundred third and fourth grade pupils were tabulated. Distribution tables were made for third grades in each school. The distributions for third grade pupils in the six Negro schools were combined to form a single distribution. Likewise, the same was done for the fourth-grades in the six Negro elementary schools, for the third-grades and fourth grades in the eleven white elementary schools.

The arithmetic mean, median and standard deviations of reading test scores were found for third and fourth grade pupils in this investigation. Differences in achievement of Negro and white pupils were indicated and comparison with the standard group was made.

The results of the comparisons of third and fourth grade reading test scores revealed that:

1. Third-grade pupils in Winston-Salem City Schools were seven and seven-tenths months above the national norm for April, 1952.
2. Third-grade schools were five and six-tenths months above the national norm.
3. Third-grade pupils in the eleven white schools were nine and eight-tenths months above the national norm.
4. The differential in average reading abilities of Negro and white third-grade pupils was four and two tenths months for the school year 1951-1952.
5. The difference of means of Negro third and fourth-grade pupils was seven and one-tenth months.
6. Average fourth-grade reading scores were three and nine-tenths months above the national norm.
7. The range of scores for the six Negro fourth-grades was thirty-five.
8. The range of scores in the fourth-grades of the eleven white schools was eighty-five.
9. The median for fourth-grade pupils in the six Negro schools was two months above the national norm and the mean was one and six-tenths above.
10. The median fourth-grade pupils in the eleven white schools was five and nine-tenths months above the national group.
11. The difference between Negro and white fourth-grade median scores was three and nine-tenths months.

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